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The Moon.

A long, long time ago there was no moon. One day the birds and beasts met and decided to have a moon made.

"Who shall make the moon?" asked the rabbit.

"The whip-poor-will," they all cried, "because he is the bird of the night."

"What shall I make it of?" asked the whip-poor-will.

"I offer myself," said the frog,

So the moon was made out of the frog, and that is why the moon is always cold.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

REVIEW FOR NOVEMBER AND DECEMBER.

THE plan of work as outlined in the December number was followed in the main.

So many lines of inquiry are opened up by the children, and everything that they undertake to do prompts investigation in a great many different directions, so that it often becomes difficult to determine which lines to follow and which to leave for some future time.

In the attempt to keep alive and to satisfy the inquiring habit of mind, too much work, perhaps, has been commenced and not carried to a satisfactory close.

The preparing and serving of lunches to the third and fourth grades has proved to be of true social value. The report

below indicates how there grew out of it work in cooking, science, writing and spelling, and number.

1. *Cooking*.—In the regular cooking lessons the pupils learned how to prepare different dishes for lunches, such as soups, baked apples, rice, cream of wheat with dates, etc.

2. *Science*.—Experiments were performed to help to a clearer understanding of the nature of foods and explain the methods of cooking. For instance, starch was washed out of wheat, rice, and potato; then the rule established for cooking starchy foods.

3. *Writing and spelling*.—The children keep all their recipes, in order to make them into a book, and also make records of their experiments. Written expression—that is, composition, spelling, penmanship—becomes a vital aid in the work.

4. *Number*.—The recipe as it is given will serve eight persons. When the children first learn to cook the dish, they cook for two persons, thus having to calculate one-fourth of each measure. At last, when they must cook for thirty persons, a great many number problems have to be solved.

The children pay for their lunches in the following way: The week that the third grade serves the fourth grade, the third grade pays for the lunches of both grades. The next week the fourth grade serves, and pays the bills.

The children deposit \$1 a month, keep account of expenses, and balance their books at the end of the month. There have been enough problems in addition and subtraction so far to teach these operations without any extra drill.

5. The most important result of the cooking and serving of lunches is that the children are growing in consideration and helpfulness to each other. They can take greater responsibilities, and they show greater desire for order and harmony in their surroundings.

In studying primitive methods of farming, the children suggested threshing by means of plucking out the kernels from the sheaf; next the beating of the sheaf. They used both methods, and cleaned the wheat, first by blowing away the chaff, next by throwing it across the floor. They are now ready for the milling process.

The experiments suggested in the December ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY—finding gluten and starch in wheat—were performed; also the experiments about temperature.

The children made butter; they got two pounds from one gallon of cream, and used it in their cooking. Questions were asked about the water in the cream, why the cream became butter, why cream came to the top.

The Christmas gifts were simple, but they were the children's work from beginning to end. The clay work was perhaps the most interesting, although the results could not be called beautiful. Small jars, vases, trays, and flower pots were the selections. The children made original drawings showing size and shape of the object. A visit to the Art Institute, where they studied

Greek vases, gave new ideas and helped each child better to realize what he wished to accomplish. The clay jars were decorated by stories from Greek mythology, Apollo and the Python being the favorite.

For the Christmas tree the pupils made barley candy and baskets to hold it; they also baked ginger-cake men and women. For the Christmas party they helped in the dramatization of "A Night Before Christmas."

OUTLINE FOR JANUARY AND FEBRUARY.

Cooking.—The children in the third grade will cook and serve a luncheon to their mothers. Their cooking lessons are preparing them for this. The children will thus have an opportunity to direct their previously gained knowledge to a new end. The proposed menu is as follows:

Tomato Soup.
Bread Sticks.
Chicken Blankette.
Rolls. Butter.
Coddled Apples with Whipped Cream.

The invitations will be written by the children, and printed by one boy who owns a printing press. The menu cards will be written in French and illustrated.

Science.—To answer questions which have arisen in the cooking, we shall find the amount of water in fruits and vegetables: Weigh fresh fruit, cut it into small pieces and leave it to dry; when perfectly dry, weigh again. The difference in weight represents amount of water evaporated. Place an equal amount of water into a bottle; paint the fruit, and beside it paint the bottle, showing the amount of water in the fruit. Different members of the class will choose different kinds of fruit and vegetables, and compare results.

Test for starch: Potatoes are grated, stirred in water, and squeezed through a sieve. The water is allowed to stand until starch settles to the bottom; it (water) is then poured off and replaced with clean water. The starch is stirred up and washed again until it is clean.

This starch will be used and proven to be starch by the iodine test. Starch is made in this way by the farmers in many parts of Europe. The water which is poured off the boiling rice may be tested in the same way.

History.—The life of a family of farmers moving from the East and settling in the Northwest will be studied for some time: (1) breaking up from the old home; (2) what may be taken along; (3) mode of travel; (4) the journey; (5) the site chosen for the new home; (6) building a home; (7) the first work to cultivate the land. Pictures, oral and printed descriptions, will be used. The children will make the houses of the farm of cardboard and place them on a large sand table standing against the blackboard. The landscape will be drawn on the blackboard as the background.

For our Lincoln and Washington birthday exercises, the third grade will

study the childhood of Lincoln; Lincoln moving from Kentucky to Indiana, and later to Illinois; his work in building the house; his farm work. By pictures the children will show this part of Lincoln's life to the school.

Geography.—The corn and wheat belt of the United States. Pictures, and maps modeled in sand and chalk will be used. The Mississippi valley will be studied as a typical river valley.

Manual training.—Making of a doll's bed, a boat, and a game-target with darts. The children have finished one piece of work for the schoolroom, presents for Christmas, and have now been allowed to choose something to make for themselves.

Clay-modeling.—The third grade will make jars for growing flowers, and will present these, if they are well made, to the different rooms in the school, where they will be needed in the spring for the work in germination. Drawings and designs in color will be made before the modeling begins.

Literature.—Fairy stories; stories from Greek mythology—Theseus, Hercules, and Ulysses.

Reading.—For continued reading, Cook's *Story of Ulysses*.

REFERENCES: Reading list for the children — Fruits: "Central America," "Florida," "California," *North America, Carpenter's Geographical Reader*; "A Trip into the Interior," *South America, ibid.*; Tarr and McMurry, "Western States," *North America*; Frye, *Primary Geography*, p. 80; *Natural Educational Geography*, p. 62.

Vegetables: Dana, "Roots and Underground Stem," *Plants and Their Children*.

Farm life: "Jack and Joe," "Little Brown Hands," "My Vacation," *Second Reader*, "Stepping Stones to Literature;" Parker, *Uncle Robert's Geography*, Book II; Moneith, *Familiar Animals*,

The farm lands of the United States: *North America*, chaps. xx, xxi, xxii, *Carpenter's Geographical Reader*.

Lincoln: Baldwin, *Four Great Americans*; Cravens, *The Story of Lincoln*.

FOURTH GRADE.

GERTRUDE VAN HOESEN.

REVIEW FOR NOVEMBER AND DECEMBER.

In our search for a farm near Chicago with a dairy that we might visit the last week in October, we could not find one where more butter was made than the farmer's family needed. In every case the farmer shipped his milk into Chicago, and devoted his time to raising corn, oats, and hay, especially the last.

In order to ascertain whether there was a good reason for having no dairy, the children of the fourth grade did the work described below. It is described in detail in accordance with